



Grade 3

English Language Arts

Item Specifications

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Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade-level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Priority standards identify those critical expectations that students absolutely need to know to be ready for what comes next. They influence both instruction/curriculum and future MAP assessments. [Priority standards appear in blue in this document.](#)

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of items used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Possible Item Format in ELA	Definition
Technology Enhanced—Drag and Drop	Click and drag an object to the appropriate location in the response area.
Technology Enhanced—Drop-Down Menu	Select an answer from a drop-down menu.
Evidence-Based Selected Response (EBSR), multi-part items	This item type has two parts. Each part may consist of one of three item types: Multiple Choice, Multiple Select, and Text Highlight.
Technology Enhanced—Hot Spot/Text Highlight	Highlight an option by selecting it. Select one or more options.
Multiple Choice	Select the radio button corresponding to one of four options. Select only one option.
Multiple Select	Mark a radio button corresponding to an option. Mark more than one option. Item will indicate the number of options to select.
Constructed Response	Respond via keyboard entry.
Writing Prompt	Respond via keyboard entry using text-formatting buttons.

Text Types suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade-level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Grade 3 English Language Arts Priority Standards

Reading

Grade 3 English Language Arts: Priority Standard		3.R.1.A.b
1 A MLS b	<p>Develop and apply skills to the reading process.</p> <p>Comprehension</p> <p>Develop and demonstrate reading skills in response to text by: drawing conclusions and support with textual evidence</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will draw conclusions and support the conclusions with textual evidence.</p>		<p><u>DOK Ceiling – 3</u></p> <p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p> <p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> The text provides sample evidence for drawing conclusions. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read the passage below. Find the evidence that would support the central message of the passage. (Repeat similar questions focused on finding evidence for author’s purpose, character traits, cause and effect and main idea.) Read the passage and the underlined text. The passage states, “____.” Which two underlined sentences support this idea? Which textual evidence supports the idea that ____? Part A — The author states, “____.” Which conclusion can the reader draw about the author’s purpose? Part B — Highlight the sentences in the passage that support the answer in part A.

Grade 3 English Language Arts: Priority Standard		3.R.1.A.c
1 A MLS c	<p>Develop and apply skills to the reading process.</p> <p>Comprehension</p> <p>Develop and demonstrate reading skills in response to text by: summarizing a story's beginning, middle, and end and determining its central message, lesson, or moral</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will summarize a story's/text's beginning, middle, and end. The student will determine a story's/text's central message, lesson, or moral. 		<p><u>DOK Ceiling – 3</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> The story/text must have a well-developed beginning, middle, and end. The story/text must have a discernible central message, lesson, or moral. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Choose the paragraph that correctly summarizes the beginning/middle/end of the passage. Choose the summary that best represents what happens at the beginning of the passage. What is the central message/lesson/moral of the passage? Which lesson does [CHARACTER] learn in the passage?

Grade 3 English Language Arts: Priority Standard		3.R.1.B.a
1 B MLS a	<p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will decode common prefixes and suffixes in text. The student will identify the meaning of common prefixes and suffixes in text. The student will know (explain) how prefixes and suffixes change the meaning of root words in text. 		<p><u>DOK Ceiling – 2</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Use common prefixes appropriate for grade 3 (e.g., in-, dis-, bi-) and suffixes appropriate for grade 3 (e.g. -full, -ed, -less). 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read the sentence from the passage and determine the meaning of the suffix -less in the word careless. Read the sentence from the passage. Choose the answer that shows how the prefix dis- changes the meaning of the word ____. Which prefix would change the meaning of the word ____ to ____ in this sentence?

Grade 3 English Language Arts: Priority Standard		3.R.1.B.b
1 B MLS b	<p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will use sentence-level context to determine meaning of unfamiliar words in text. The student will use sentence-level context to distinguish among multiple-meaning words in text. 		<p><u>DOK Ceiling – 2</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> The sentence within the stimulus must contain enough context to determine meaning. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read the sentences from the passage. Based on the passage, what is the meaning of the word ____? Read the sentence from the passage. Choose the sentence in the passage that indicates the meaning of the word ____.

Grade 3 English Language Arts: Priority Standard		3.R.1.B.d
1 B MLS d	<p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: distinguishing the literal and non-literal meanings of words and phrases in context</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will distinguish the literal and non-literal meanings of words in context. The student will distinguish the literal and non-literal meanings of phrases in context. 		<p><u>DOK Ceiling – 2</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Connected to R.3.B.d 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Move the following statements under the literal or nonliteral headings. <ul style="list-style-type: none"> Mara cried her eyes out when her balloon flew away. My mother says I am driving her up the wall. Jim felt weighed down with his backpack full of library books. Explain how “raining cats and dogs” is a nonliteral phrase.

Grade 3 English Language Arts: Priority Standard		3.R.1.D.a
1 D MLS a	<p>Develop and apply skills to the reading process.</p> <p>Independent Text</p> <p>Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will independently read developmentally appropriate text for multiple purposes over a sustained period of time.</p>		<p><u>DOK Ceiling – 1</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed — This standard can be locally assessed through the use of running records and reading inventory assessments (DRA, Fountas and Pinnell, etc.). 		<p><u>Sample Stems</u></p>

Grade 3 English Language Arts: Priority Standard		3.R.1.D.b
1 D MLS b	<p>Develop and apply skills to the reading process.</p> <p>Independent Text</p> <p>Read independently for multiple purposes over sustained periods of time by: producing evidence of reading</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will produce evidence of reading independently for multiple purposes over sustained periods.</p>		<p><u>DOK Ceiling – 1</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed — This standard can be locally assessed through observation, answering comprehension questions/checks, book check-ins/conferring with students about what they read, etc.). 		<p><u>Sample Stems</u></p>

Grade 3 English Language Arts: Priority Standard		3.R.2.A.a
2 A MLS a	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p>Fiction</p> <p>Read, infer, analyze, and draw conclusions to: summarize and sequence the events/plot and explain how past events impact future events</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will summarize text by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times. The student will sequence the events/plot in text by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times. The student will explain how past events impact future events by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times. 		<p><u>DOK Ceiling – 3</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed — This standard can be locally assessed through observation, answering comprehension questions/checks, book check-ins/conferring with students about what they read, etc.). 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> A sentence in the passage states, “Sammy put her head down and then ran after them.” Why does Sammy put her head down? In the passage, how does ____ impact [CHARACTER]’s decision to ____? Summarize the sequence of events and how ____ impacts/changes future events of the passage/story. Which of the following events impacts [CHARACTER]’s decision to go on the road trip with his friends?

Grade 3 English Language Arts: Priority Standard		3.R.2.A.b
2 A MLS b	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p>Fiction</p> <p>Read, infer, analyze, and draw conclusions to: describe the personality traits of characters from their thoughts, words, and actions</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will describe the personality traits of characters from their thoughts by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times. The student will describe the personality traits of characters from their words by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times. The student will describe the personality traits of characters from their actions by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times. 		<p><u>DOK Ceiling – 3</u></p> <p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p>
		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Describe one personality trait of each character. Use details from the passage to support your answer. Part A — Which traits best describe [CHARACTER] in the passage? Part B — Which sentence from the passage best supports the answer in part A? Which sentence shows [CHARACTER] is [PERSONALITY TRAIT]? The table lists three characters from the passage. Move the trait that best describes each character into the table. Then, move the detail that supports each trait into the table.
<p><u>Content Limits/Assessment Boundaries</u></p>		

Grade 3 English Language Arts: Priority Standard		3.R.2.A.c
2 A MLS c	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p>Fiction</p> <p>Read, infer, analyze, and draw conclusions to: describe the interaction of characters, including relationships and how they change</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will describe the interaction of characters by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times. The student will describe the interaction of characters' relationships by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times. The student will describe how the relationship of characters' changes by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times. 		<p><u>DOK Ceiling – 3</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p>
<p><u>Content Limits/Assessment Boundaries</u></p>		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> In the passage, [CHARACTER] states, " ____." What can a reader learn about [CHARACTER] from this statement? In the passage, [CHARACTER] and [CHARACTER] misunderstand each other. Which event(s) changes the way they feel about each other? Part A — How do Juan's feelings about his friends change from the beginning of the story to the end of the story? Part B — Which sentence from the passage best supports the answer in part A?

Grade 3 English Language Arts: Priority Standard		3.R.2.A.f
2 A MLS f	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p>Fiction</p> <p>Read, infer, analyze, and draw conclusions to: explain cause-and-effect relationships</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will explain cause-and-effect relationships by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p>		<p><u>DOK Ceiling – 3</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p>
<p><u>Content Limits/Assessment Boundaries</u></p>		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> • How does ____ affect ____ in the passage/story? • What are the causes of ____ in the passage/story? • What impact might ____ have on ____?

Grade 3 English Language Arts: Priority Standard		3.R.2.A.g
2 A MLS g	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p>Fiction</p> <p>Read, infer, analyze, and draw conclusions to: distinguish their own point of view from that of the narrator or those of the characters</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will distinguish (compare and/or contrast) his or her own point of view (perspective) from that of the narrator by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times. The student will distinguish (compare and/or contrast) his or her own point of view (perspective) from those of the characters by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times. 		<u>DOK Ceiling – 3</u>
		<p><u>Item Format</u></p> <p>Constructed Response</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> For assessment purposes, use compare and/or contrast for distinguish. In this expectation, point of view means “perspective”. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> In the passage, the narrator’s point of view (perspective) is _____. How is that the same as/different from your point of view (perspective)? In the passage, if the narrator _____, how might that change your point of view (perspective)? Which of the following statements represent the point of view of the author?

Grade 3 English Language Arts: Priority Standard		3.R.3.A.b
3 A MLS b	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Features</p> <p>Read, infer, and draw conclusions to: identify the details or facts that support the main idea</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will infer and draw conclusions to identify the main idea in nonfiction from a variety of cultures and times. The student will infer and draw conclusions to identify the details or facts that support the main idea in nonfiction from a variety of cultures and times. 		<u>DOK Ceiling – 2</u>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<u>Content Limits/Assessment Boundaries</u>		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Which of the sentences below best describes the main idea in this passage? Analyze the following sentences and select those that support the idea that ____. In the passage, the author states, “_____.” Which text evidence supports this idea? Part A — What is the main idea of ? Part B — Which details support the answer in part A?

Grade 3 English Language Arts: Priority Standard		3.R.3.A.c
3 A MLS c	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Features</p> <p>Read, infer, and draw conclusions to: use text and graphic features to locate information and to make and verify predictions</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will use text features to locate information by inferring and drawing conclusions in nonfiction from a variety of cultures and times. The student will use graphic features to locate information by inferring and drawing conclusions in nonfiction from a variety of cultures and times. The student will use text and graphic features to make predictions by inferring and drawing conclusions in nonfiction from a variety of cultures and times. The student will use text and graphic features to verify predictions by inferring and drawing conclusions in nonfiction from a variety of cultures and times. 		<u>DOK Ceiling – 3</u>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Text features: e.g., bold print, captions, key words, italics Graphic features: e.g., charts, graphs, maps 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Under which subheading/heading would a reader find information about ____? Based on the table in the passage, which conclusion about owls is supported? Read the following table with three pieces of information from the text on the left-hand side. Drag into the table the name of the text feature used to find each piece of information (glossary, table of contents, caption, diagram, etc.). How does [TEXT FEATURE] help the reader determine the type of clothing to wear in Hawaii in December?

Grade 3 English Language Arts: Priority Standard		3.R.3.B.c
3 B MLS c	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Literary Techniques</p> <p>Read, infer, and draw conclusions to: distinguish point of view from what the author is trying to persuade the reader to think or do</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will infer and draw conclusions to distinguish point of view (perspective) from what the author is trying to persuade the reader to think in nonfiction from a variety of cultures and times. The student will infer and draw conclusions to distinguish point of view (perspective) from what the author is trying to persuade the reader to do in nonfiction from a variety of cultures and times. 		<u>DOK Ceiling – 3</u>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> For assessment purposes use compare and/or contrast for distinguish. For this standard point of view means “perspective”. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Which of the following statements best describes the point of view the author is trying to persuade the reader to agree with? In the paragraph, which of the following sentences supports the author’s point of view?

Grade 3 English Language Arts: Priority Standard		3.R.3.C.a
3 C MLS a	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Structures</p> <p>Read, infer, and draw conclusions to: describe relationships among events, ideas, concepts, and cause and effect in texts</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will infer and draw conclusions to describe relationships among events in nonfiction from a variety of cultures and times. The student will infer and draw conclusions to describe relationships among ideas in nonfiction from a variety of cultures and times. The student will infer and draw conclusions to describe relationships among concepts in nonfiction from a variety of cultures and times. The student will infer and draw conclusions to describe cause-and-effect relationships in nonfiction from a variety of cultures and times. 		<p><u>DOK Ceiling – 3</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Items should be written to test each relationship separately. No item should be written to assess more than one relationship. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> In the passage, what event/idea/concept causes ____ to occur? How would ____ be different without ____?

Grade 3 English Language Arts: Priority Standard		3.R.3.C.b
3 C MLS b	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Structures</p> <p>Read, infer, and draw conclusions to: explain the relationship between problems and solutions</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will infer and draw conclusions to explain the relationship between problems and solutions in nonfiction from a variety of cultures and times.</p>		<p><u>DOK Ceiling – 3</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p>		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> • In the passage/text, [CHARACTER] experiences [PROBLEM]. How does [CHARACTER] solve this problem? • Which of the following is the problem in the story? • Match the following problems with solutions. • In the story, Sally’s problem is _____. Choose the statements that describe the best solutions to Sally’s problem.

Grade 3 English Language Arts: Priority Standard		3.R.3.C.e
3 C MLS e	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Structures</p> <p>Read, infer, and draw conclusions to: compare and contrast the most important points and key details presented in texts on the same topic</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will compare the most important points and key details presented in multiple texts on the same topic by inferring and drawing conclusions in nonfiction from a variety of cultures and times. The student will contrast the most important points and key details presented in multiple texts on the same topic by inferring and drawing conclusions in nonfiction from a variety of cultures and times. 		<p><u>DOK Ceiling – 3</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Stimulus texts must be on the same topic, and each text should provide clear similarities and differences. Items may be written to compare and/or contrast. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Compare the similarities between passages/texts ____ and ____. Choose the contrast between passages/texts ____ and ____. Passage/text ____ explains _____. How does that differ from the ideas/details in passage/text _____?

Reading Foundations

Grade 3 English Language Arts: Priority Standard		3.RF.3.A.a
3 A MLS a	<p>Understand how English is written and read.</p> <p>Phonics</p> <p>Develop phonics in the reading process by: decoding multisyllabic words in context and independent of context by applying common spelling patterns</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will decode multisyllabic words in context by applying common spelling patterns. The student will decode multisyllabic words independent of context by applying common spelling patterns. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Performance Event
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed — This standard can be locally assessed in the classroom; the teacher can listen to students read one-on-one. Common spelling patterns: e.g., dropping the final “e” and adding endings such as -ing, -ed, -able; use, used, using, usable) 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: Read the following sentence. Franco is ____ the watercolors to create a picture to decorate his house. Which word would best complete the sentence? <ul style="list-style-type: none"> ○ use ○ using ○ usable

Grade 3 English Language Arts: Priority Standard		3.RF.3.A.f	
3 A MLS f	Understand how English is written and read.		
	Phonics		
	Develop phonics in the reading process by:		
	reading irregularly spelled high-frequency words		
<div><div>Expectation Unwrapped</div><div>The student will read irregularly spelled high-frequency words.</div></div>		<div>DOK Ceiling – 1</div>	
		<div>Item Format</div> <div>Performance Event</div>	
		<div>Text Types</div> <div>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</div> <div>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</div>	
<div>Content Limits/Assessment Boundaries</div> <div><ul style="list-style-type: none">Locally assessed — This standard can be locally assessed one-on-one between teacher and student through the use of a high frequency word checklist.</div>		<div>Sample Stems</div> <div><ul style="list-style-type: none">Classroom: Read the following high-frequency words.Classroom: Segment the following words to determine how to decode them.</div>	

Writing

Grade 3 English Language Arts: Priority Standard		3.W.1.B.a
1 B MLS a	<p>Apply a writing process to develop a text for audience and purpose.</p> <p>Draft</p> <p>Appropriate to genre type, develop a draft from prewriting by: generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by generating a main idea to support a multiple-paragraph text. The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by using a variety of sentence types, including imperative and exclamatory. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed — This standard is an important part of the writing process and should be assessed at the classroom level. For assessment purposes, use a grade-level appropriate verb instead of generate. See 3.W.1.C.a and b 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: Highlight the main idea in the following paragraph. Classroom: Which of the following sentences works best to complete this paragraph? Classroom: Highlight the sentences in the paragraph that do not support the main idea.

Grade 3 English Language Arts: Priority Standard		3.W.1.B.b
1 B MLS b	<p>Apply a writing process to develop a text for audience and purpose.</p> <p>Draft</p> <p>Appropriate to genre type, develop a draft from prewriting by: supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by supporting the topic sentences within each paragraph with facts and details (from sources when appropriate). 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed — This standard is an important part of the writing process and should be assessed at the classroom level. See 3.W.1.C.a and b 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: Read the following topic sentence. Choose the details that could be used as supporting facts. Classroom: The topic of the passage is _____. Identify two details from the passage that support the topic.

Grade 3 English Language Arts: Priority Standard		3.W.1.B.c
1 B MLS c	<p>Apply a writing process to develop a text for audience and purpose.</p> <p>Draft</p> <p>Appropriate to genre type, develop a draft from prewriting by: categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by categorizing the supporting details into a text with a clear beginning, middle, and end. The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by organizing the supporting details into a text with a clear beginning, middle, and end. The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by sequencing the supporting details into a text with a clear beginning, middle, and end. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed — This standard is an important part of the writing process and should be assessed at the classroom level. See 3.W.1.C.a and b 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: Read the following details from the story. Place them in sequence order. Classroom: Which of the following details supports the idea that ____? Classroom: A phrase/sentence in the passage states, “____.” Where was this detail found in the passage — in the beginning, middle, or end?

Grade 3 English Language Arts: Priority Standard		3.W.1.B.d	
1 B MLS d	Apply a writing process to develop a text for audience and purpose.		
	Draft		
	Appropriate to genre type, develop a draft from prewriting by: addressing an appropriate audience		
<u>Expectation Unwrapped</u> The student will address an appropriate audience when developing a draft from prewriting.		<u>DOK Ceiling – 2</u>	
		<u>Item Format</u> Performance Event	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">Locally assessed — This standard is an important part of the writing process and should be assessed at the classroom level.See 3.W.1.C.a and b		<u>Sample Stems</u> <ul style="list-style-type: none">Classroom: Which of the following best describes the audience for this writing?Classroom: Who is your audience for this writing piece? How did you decide?Classroom: Who is the intended audience for this text? Which information from the text makes you think that?Classroom: Read the following sentences. Which sentence would be best to use to address an audience of (students, teachers, school leaders, etc.)?	

Grade 3 English Language Arts: Priority Standard		3.W.1.C.a
1 C MLS a	<p>Apply a writing process to develop a text for audience and purpose.</p> <p>Revise/Edit</p> <p>Reread, revise, and edit drafts with assistance from adults/peers to: develop and strengthen writing as needed by revising main idea; sequence (ideas); focus; beginning, middle, and end; details/facts (from sources when appropriate); word choice (related to the topic); sentence structure; transitions; audience and purpose; voice</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will develop writing as needed by revising main idea, sequence (ideas), focus, beginning, middle, end, details/facts (from sources when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Student will strengthen writing as needed by revising main idea, sequence (ideas), focus, beginning, middle, and end, details/facts (from sources when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice 		<p><u>DOK Ceiling – 2</u></p> <p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
<p><u>Content Limits/Assessment Boundaries</u></p> <p>Items must assess revising (adding/removing/changing) within context of more than one sentence. Simple identification of correctly or incorrectly written text does not assess revising</p>		<p><u>Text Types</u></p>
<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> After reading the paragraph/text, choose the best sentence to introduce the topic. A student wrote a paragraph to explain the student’s opinion about _____. They did not provide reasoning. Choose the sentence that provides the best reasoning to support the opinion. The paragraph below describes _____. Choose the best words/sentence to strengthen the meaning/purpose of the topic sentence. Read the paragraph/text. Choose the sentence that best supports the opinion in the text [OR informative/explanatory text] and addresses the appropriate audience. Read the paragraph/text. Choose the best beginning/middle/ending/concluding paragraph to complete the story/text. After reading the passage/text, choose the best topic sentence that includes simple facts/definitions/explanations. Choose the topic sentence that includes details and addresses the appropriate audience for the text/passage you read. Read the sentences below. Choose the sentence that best relates to the passage/text and adds to the meaning. After reading the paragraph/text, choose the best concluding paragraph for the informative/explanatory text. After reading the paragraph/text, choose the best sentence of dialogue to add meaning to the text. Marshall wrote a narrative text/story. After reading his text/story, choose the best description(s) he can/should use for his text/story. Read the paragraph. Which sentences should be removed because they do not support the main idea of the paragraph? Read the email to a state representative. Which sentence should be removed because it is not appropriate for the audience and purpose of the email? Which change to the underlined sentence best shows the main idea of the (sentence, paragraph, etc.)? Read a student’s paragraph about _____. The student wants to add more information to the paragraph to support the main idea. Which two details/ sentences should the student add to the paragraph? Read the beginning of a student’s narrative. The student wants to add more detail. Choose the sentence that best creates a setting/establishes a situation/ introduces the character or narrator. After reading the paragraph/text, choose the best option to connect the sentence(s) below. Choose the conjunction that best connects the sentences below. Read a student’s _____ about _____. Choose the sentence that uses the correct transitions to signal a change in events between paragraphs _____ and _____. Choose/move the correct transition sentence to connect the ideas/categories of information in the informative/explanatory text. The paragraph below describes _____. Choose the words/sentence to strengthen the meaning/purpose of the topic sentence. 		

Grade 3 English Language Arts: Priority Standard		3.W.1.C.b
1 C MLS b	<p>Apply a writing process to develop a text for audience and purpose.</p> <p>Revise/Edit</p> <p>Reread, revise, and edit drafts with assistance from adults/peers to: edit for language conventions</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will, with assistance from adults/peers, edit for language conventions (spelling, punctuation, sentence structure, and grammar) in drafts.</p>		<u>DOK Ceiling – 2</u>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced, Writing Prompt <i>See Item Format in Introduction for item choices.</i></p>
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Refer to the Language standards. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read a student’s paragraph. Correct the punctuation errors in sentence 2.

Grade 3 English Language Arts: Priority Standard		3.W.2.A.a	
2 A MLS a	Compose well-developed writing texts for audience and purpose. Opinion/Argumentative Write opinion texts that: introduce a topic or text being studied, using connected sentences		
<u>Expectation Unwrapped</u> • The student will introduce a topic, using connected sentences in an opinion text appropriate for audience and purpose. • The student will introduce a text being studied, using connected sentences in an opinion text appropriate for audience and purpose.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Writing Prompt	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u> • The intent of the standard is to have more than one sentence to introduce a topic or text. • This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level		<u>Sample Stems</u> • You have read a passage about an after school club. The teachers in your school are planning after-school clubs for students. Write an opinion essay for your teachers in which you give your opinion about which kinds of after-school clubs would be best for students at your school. Use information from the passage in your essay.	

Grade 3 English Language Arts: Priority Standard		3.W.2.A.b
2 A MLS b	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>Write opinion texts that:</p> <p>state an opinion or establish a position and provide reasons for the opinion/position</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will state an opinion or establish a position when composing a well-developed text appropriate for audience and purpose. The student will provide reasons for the opinion/position when composing a well-developed text appropriate for audience and purpose. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> The topic should be grade-level appropriate topics. The student should be presented factual stimulus materials that provide background on the grade-level appropriate topic. This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Write a speech/short essay to your classmates, trying to convince them that they should volunteer for the school cleanup campaign. Use relevant evidence/reasons to support your opinion. Classroom: Which of the following sentences would be best to include as supporting evidence in the above passage?

Grade 3 English Language Arts: Priority Standard		3.W.2.A.c
2 A MLS c	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>Write opinion texts that:</p> <p>use specific and accurate words that are related to the topic, audience, and purpose</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will use specific and accurate words related to the topic in an opinion text appropriate for audience and purpose. The student will use specific and accurate words related to the audience in an opinion text appropriate for audience and purpose. The student will use specific and accurate words related to the purpose in an opinion text appropriate for audience and purpose. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> The writing prompt should state the topic, audience, and purpose. This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: Read the following sentences. Which sentence would be best to include in a speech about school cleanup? Classroom: Analyze the following sentences and choose which words could be revised to make the author’s purpose more clear. Classroom: Which sentence would most appeal to students?

Grade 3 English Language Arts: Priority Standard		3.W.2.A.d
2 A MLS d	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>Write opinion texts that:</p> <p>contain information using student's original language except when using direct quotation from a source</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will write opinion texts that contain information using student's original language appropriate for audience and purpose. The student will write opinion texts using direct quotations from a source appropriate for audience and purpose. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: Read the following sentence/paragraph from the passage. Rewrite the sentence/paragraph, using your own words. Classroom: Write a paragraph about _____. Include a direct quotation from the passage to support your opinion.

Grade 3 English Language Arts: Priority Standard		3.W.2.A.e
2 A MLS e	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>Write opinion texts that:</p> <p>reference the name of the author(s) or name of the source used for details or facts included in the text</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will reference the name of the author(s) or name of the source used for details or facts included in the text.</p>		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Reference options: The author said ..., School uniforms prevent bullying, (Jones) ..., In source number 2, ... This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: The quote “_____” comes from one of the sources in the table above. Choose which source the quote is taken from.

Grade 3 English Language Arts: Priority Standard		3.W.2.A.f
2 A MLS f	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>Write opinion texts that:</p> <p>use transitions to connect opinion and reason</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will use transitions appropriate for audience and purpose to connect opinion and reason in an opinion text.</p>		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • Transition words: e.g., but, therefore, since, one example, for example • This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> • Classroom: Which of the following transition words would best complete the sentence? • Classroom: Which of the following sentences would be an appropriate opening statement for the paragraph?

Grade 3 English Language Arts: Priority Standard		3.W.2.A.g
2 A MLS g	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>Write opinion texts that:</p> <p>provide clear evidence of a beginning, middle, and concluding statement or paragraph</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will provide evidence of a beginning paragraph appropriate for audience and purpose in an opinion text. The student will provide evidence of a middle paragraph appropriate for audience and purpose in an opinion text. The student will provide evidence of a concluding statement or paragraph appropriate for audience and purpose in an opinion text. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: What would be a better way to state the ending of this paragraph? Classroom: Which of the following sentences would be the best introduction to the paragraph?

Grade 3 English Language Arts: Priority Standard		3.W.2.B.a
2 B MLS a	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Informative/Explanatory</p> <p>Write informative/explanatory texts that: introduce a topic or text being studied</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will introduce a topic in an informative/explanatory text appropriate for audience and purpose. The student will introduce a text being studied in an informative/explanatory text appropriate for audience and purpose. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Earth is an important place. You have read two different passages about how to take care of Earth. Write an informative/explanatory essay on how to take care of Earth. Use information from the two passages in your essay.

Grade 3 English Language Arts: Priority Standard		3.W.2.B.b
2 B MLS b	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Informative/Explanatory</p> <p>Write informative/explanatory texts that: develop the topic with simple facts, definitions, details, and explanations</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will develop the topic with simple facts in informative/explanatory text appropriate for audience and purpose. The student will develop the topic with definitions in informative/explanatory text appropriate for audience and purpose. The student will develop the topic with details in informative/explanatory text appropriate for audience and purpose. The student will develop the topic with explanations in informative/explanatory text appropriate for audience and purpose. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> You have read articles about many different animals and how they survive in their environments. Write an informative/explanatory essay about how animals use their bodies to protect themselves from their environments. Be sure to include details and examples from the articles to support your ideas.

Grade 3 English Language Arts: Priority Standard		3.W.2.B.c
2 B MLS c	Compose well-developed writing texts for audience and purpose.	
	Informative/Explanatory	
	Write informative/explanatory texts that:	
	use specific, relevant words that are related to the topic, audience, and purpose	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none">• The student will use specific and relevant words related to the topic in informative/explanatory text.• The student will use specific and relevant words related to the audience in informative/explanatory text.• The student will use specific and relevant words related to the purpose in informative/explanatory text.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level		<u>Sample Stems</u> <ul style="list-style-type: none">• Classroom: Which of these would be the strongest sentence to include in the following paragraph?

Grade 3 English Language Arts: Priority Standard		3.W.2.B.d
2 B MLS d	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Informative/Explanatory</p> <p>Write informative/explanatory texts that: use the student's original language except when quoting from a source</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will write informative/explanatory texts that contain information using student's original language appropriate for audience and purpose. The student will write informative/explanatory texts using direct quotations from a source appropriate for audience and purpose. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: The quote “_____” comes from one of the sources in the table above. Choose which source the quote is taken from. Classroom: Using the above chart, reference the author who states “_____.”

Grade 3 English Language Arts: Priority Standard		3.W.2.B.e
2 B MLS e	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Informative/Explanatory</p> <p>Write informative/explanatory texts that:</p> <p>use transition words to connect ideas within categories of information</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will use transition words to connect ideas within categories of information in informative/explanatory text appropriate for audience and purpose.</p>		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Transition words: e.g., but, therefore, since, one example, for example This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: Which of the following transition words would best complete the sentence? Classroom: Which of the following sentences would be an appropriate opening statement for the paragraph?

Grade 3 English Language Arts: Priority Standard		3.W.2.B.f	
2 B MLS f	Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: create a concluding statement or paragraph		
	The student will create a concluding statement or paragraph in informative/explanatory text appropriate for audience and purpose.		DOK Ceiling – 3
			Item Format Writing Prompt
			Text Types
Content Limits/Assessment Boundaries <ul style="list-style-type: none">This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level		Sample Stems <ul style="list-style-type: none">Classroom: Read the following passage and choose the best concluding sentence for the passage.Classroom: Write a concluding sentence for the following paragraph.	

Grade 3 English Language Arts: Priority Standard		3.W.2.C.a
2 C MLS a	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Narrative/Literary</p> <p>Write fiction or non-fiction narratives and poems that: establish a setting and situation/topic and introduce a narrator and/or characters</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will establish a setting in fiction or nonfiction narratives and poems appropriate for audience and purpose. The student will establish a situation/topic in fiction or nonfiction narratives and poems appropriate for audience and purpose. The student will introduce a narrator and/or characters in fiction or nonfiction narratives and poems appropriate for audience and purpose. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Examples: Personal narrative (e.g., “Times you learned to do something: ride a bike, make cookies,”) fairy tale, mystery, sports story, question poem, diamante poetry This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read the passage about a student who is thinking of joining an after-school club. What happens next? Use the passage to help you write a narrative about what happens next in the story. Be sure to use narrative elements, such as description, sensory details, and dialogue. Use details from the passage in your narrative.

Grade 3 English Language Arts: Priority Standard		3.W.2.C.b
2 C MLS b	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Narrative/Literary</p> <p>Write fiction or non-fiction narratives and poems that: use narrative techniques, such as dialogue and descriptions</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will use the narrative technique of dialogue in fiction or nonfiction narratives and poems appropriate for audience and purpose. The student will use the narrative technique of descriptions in fiction or nonfiction narratives and poems appropriate for audience and purpose. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Narrative technique: any of the several specific methods the creator of a narrative uses to convey what they want. This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read the article about a nearby park in your town. Think about what you would do at the park if you had the chance to go. Write a narrative essay about your visit to the park. Describe what you would see and do. Use details from the article to help tell your story.

Grade 3 English Language Arts: Priority Standard		3.W.2.C.c
2 C MLS c	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Narrative/Literary</p> <p>Write fiction or non-fiction narratives and poems that: establish and organize an event sequence to establish a beginning/middle/end</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will establish and organize an event sequence to establish (develop) a beginning in fiction or nonfiction narratives and poems appropriate for audience and purpose. The student will establish and organize an event sequence to establish (develop) a middle in fiction or nonfiction narratives and poems appropriate for audience and purpose. The student will establish and organize an event sequence to establish (develop) an end in fiction or nonfiction narratives and poems appropriate for audience and purpose. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level 		<u>Sample Stems</u>

Grade 3 English Language Arts: Priority Standard		3.W.2.C.d
2 C MLS d	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Narrative/Literary</p> <p>Write fiction or non-fiction narratives and poems that: use transition words and phrases to signal event order</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will use transition words and phrases to signal event order in fiction or nonfiction narratives and poems appropriate for audience and purpose.</p>		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Transition words: e.g., before, later, after a while This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: Which of the following transition words would best complete the following sentence? Classroom: Which of the following sentences would be the most appropriate opening statement for the paragraph?

Grade 3 English Language Arts: Priority Standard		3.W.2.C.e
2 C MLS e	<p>Compose well-developed writing texts for audience and purpose.</p> <p>Narrative/Literary</p> <p>Write fiction or non-fiction narratives and poems that: use specific and relevant words that are related to the topic, audience, and purpose</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will use specific and relevant words related to the topic in fiction or nonfiction narratives and poems. The student will use specific and relevant words related to the audience in fiction or nonfiction narratives and poems. The student will use specific and relevant words related to the purpose in fiction or nonfiction narratives and poems. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/quality-schools/assessment/grade-level 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: Which of the following is the strongest sentence to include in the paragraph?

Grade 3 English Language Arts: Priority Standard		3.W.3.A.c
3 A MLS c	<p>Gather, analyze, evaluate, and use information from a variety of sources.</p> <p>Research Process</p> <p>Apply research process to: decide what sources of information might be relevant to answer these questions</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will decide (select, choose) what sources of information might be relevant to answer the research questions.</p>		<p><u>DOK Ceiling – 2</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced</p> <p>See Item Format in Introduction for item choices.</p>
		<p><u>Text Types</u></p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Instructional implication: Teach in conjunction with 3.W.3.A.b 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> A student has created the following research question. Choose the best source/two sources for the student to use when researching the topic. A student made a plan for a research report. Read the plan. [RESEARCH REPORT PLAN] Which two sources would provide the best information for the report? A student is doing research on [TOPIC]. Which sources would provide the most useful information about the topic?

Language

Grade 3 English Language Arts: Priority Standard		3.L.1.A.f
1 A MLS f	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: produce simple and compound imperative, exclamatory, declarative, and interrogative sentences	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will produce simple and compound imperative sentences in speech and written form according to English language conventions. The student will produce simple and compound exclamatory sentences in speech and written form according to English language conventions. The student will produce simple and compound declarative sentences in speech and written form according to English language conventions. The student will produce simple and compound interrogative sentences in speech and written form according to English language conventions. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Constructed Response, Technology Enhanced See Item Format in Introduction for item choices.
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Imperative: e.g., Please shut the door. Exclamatory: e.g., The house is on fire! Assessment items must not simply ask students to select correct punctuation. Language items are best assessed embedded into context. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Move the sentence endings to the blanks to make three complete sentences. [THREE SENTENCE BEGINNINGS THAT PROVIDE CONTEXT FOR APPROPRIATE ENDING WORDS] Read the paragraph. Complete the sentences by writing on the blank lines.

Grade 3 English Language Arts: Priority Standard		3.L.1.B.b
1 B MLS b	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: use an apostrophe to form possessives</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will use apostrophes to form possessives in written text according to English language conventions.</p>		<p><u>DOK Ceiling – 1</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced</p> <p>See Item Format in Introduction for item choices.</p>
		<p><u>Text Types</u></p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Language items are best assessed embedded into context. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read the sentences. Choose the word from each drop-down menu that correctly completes the sentences. The ____ recess was cut short due to rain. (class', classe's, class's) The ____ handle broke because it was old and worn out. (bag's, bags', bags)

Grade 3 English Language Arts: Priority Standard		3.L.1.B.f
1 B MLS f	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: capitalize names of places</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will capitalize names of places in written text according to English language conventions.</p>		<p><u>DOK Ceiling – 1</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced</p> <p>See Item Format in Introduction for item choices.</p>
		<p><u>Text Types</u></p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Names of places: e.g., states, cities, countries Language items are best assessed embedded into context. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read a student’s paragraph. Choose the two underlined words that should be capitalized. Use the drop-down menu to correctly complete the sentence. Read the sentences. [SENTENCES] Which change should be made to the sentences? <ul style="list-style-type: none"> A. change He to he B. change columbia to Columbia C. change Missouri to missouri D. change day to Day

Grade 3 English Language Arts: Priority Standard		3.L.1.B.g
1 B MLS g	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: capitalize titles of books, stories, and songs</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will capitalize titles of books in written text according to English language conventions. The student will capitalize titles of stories in written text according to English language conventions. The student will capitalize titles of songs in written text according to English language conventions. 		<u>DOK Ceiling – 1</u>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced</p> <p>See Item Format in Introduction for item choices.</p>
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Language items are best assessed embedded into context. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read the sentences below. Choose the words that should be capitalized in the book title. Read the sentences. Use the drop-down menus to choose the two song titles that are capitalized correctly.

Speaking/Listening

Grade 3 English Language Arts: Priority Standard		3.SL.1.A.b
1 A MLS b	<p>Listen for a purpose.</p> <p>Purpose</p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by: asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will ask questions, in formal and informal settings, to check understanding of the information presented. The student will ask questions, in formal and informal settings, that stay on topic. The student will ask questions, in formal and informal settings, that link comments to the remarks of others. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced, Performance Event
		<u>Text Types</u> Audio clip: may include, nonfiction, fables, poetry
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Language items are best assessed embedded into context. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Which question could listeners ask to help them understand ____? What is the best question to ask to start a classroom discussion about [TOPIC OF THE PRESENTATION]? During a class discussion about the presentation, which question would most likely get the class off topic? After a class listens to the presentation, the teacher begins a discussion about [DETAIL]. Which question would be best to ask during this discussion? Which question would best guide a class discussion about the lesson of the presentation? During a class discussion about the presentation, a student said, “____.” Which question would best connect with the student’s statement?

Grade 3 English Language Arts Content Standards

Reading

Grade 3 English Language Arts: Content Standard		3.R.1.A.a
1 A MLS a	<p>Develop and apply skills to the reading process.</p> <p>Comprehension</p> <p>Develop and demonstrate reading skills in response to text by: explaining how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will explain how the illustrations contribute to the words in a story/text.</p>		<p><u>DOK Ceiling – 3</u></p> <p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p> <p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> The illustration needs to clearly contribute to the words in the story. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Based on the illustration, write a detail about the purpose of ____ and what ____ means. Look at the illustration. How does the illustration add meaning to the passage?

Grade 3 English Language Arts: Content Standard		3.R.1.A.d
1 A MLS d	Develop and apply skills to the reading process. Comprehension Develop and demonstrate reading skills in response to text by: monitoring comprehension and making corrections and adjustments when understanding breaks down	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will monitor comprehension of text. The student will make corrections when understanding of text breaks down. The student will make adjustments when understanding of text breaks down. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Performance Event <i>See Item Format in Introduction for item choices.</i>
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed 		<u>Sample Stems</u> <ul style="list-style-type: none"> Classroom: Observe students reading out loud (to the teacher or in small groups) and provide feedback and strategies when comprehension breaks down. Examples: <ul style="list-style-type: none"> Does that sentence make sense? What is happening in this story? Ask 5 W questions — who, what, where, when, why — of the story.

Grade 3 English Language Arts: Content Standard		3.R.1.B.c
1 B MLS c	<p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: using homographs and homophones</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will use homographs to develop understanding of vocabulary. The student will use homophones to develop understanding of vocabulary. 		<u>DOK Ceiling – 2</u>
		<p><u>Item Format</u></p> <p>Selected Response</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: Include dictionary entry with pronunciation of word. Read the following sentence. Choose the correct word to complete the sentence. Sara had to <u>even</u> the surface to make sure her castle would not fall over. <ul style="list-style-type: none"> even: having a horizontal surface, flat even: equal or identical in amount even: having an equal score

Grade 3 English Language Arts: Content Standard		3.R.1.B.e
1 B MLS e	<p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: determining the meaning of the new word formed when a known affix is added to a known base word</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will determine the meaning of a new word formed when an affix (prefix/suffix) is added to a base word in text.</p>		<p><u>DOK Ceiling – 2</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Refer to standard 3.R.1.B.a. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read the sentence/passage below and determine the new meaning of the word. [Example: Mary was <u>dishonest</u> when she told her mom she did her homework before calling friends.]

Grade 3 English Language Arts: Content Standard		3.R.1.B.f
1 B MLS f	<p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will use a dictionary or glossary to determine the meaning of unknown words in text. The student will use a dictionary or glossary to determine syllabication of unknown words in text. The student will use a dictionary or glossary to determine the pronunciation of unknown words in text. 		<p><u>DOK Ceiling – 2</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p>		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read the sentence and the dictionary entry. On her way home, Lisa put her foot on the pedal and began to ride her bike quickly down the road. <p>ped•al (ped' l) noun [from Latin <i>pedis</i>, "foot"] 1. a foot device for powering a bicycle or other machine 2. a foot-operated device of a musical instrument</p> <ul style="list-style-type: none"> What is the correct meaning of the underlined word as it used in the sentence?

Grade 3 English Language Arts: Content Standard		3.R.1.B.g
1 B MLS g	<p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: discussing analogies</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will discuss analogies to develop understanding of vocabulary in text.</p>		<u>DOK Ceiling – 2</u>
		<p><u>Item Format</u></p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: As a whole group, discuss various analogies and observe students' responses. Analogies could include the following: <ul style="list-style-type: none"> <u>Summer</u> is to <u>winter</u> as <u>sunshine</u> is to <u>snow</u>. <u>Summer</u> is to <u>winter</u> as <u>ocean</u> is to <u>land</u>. <u>Fruit</u> is to <u>vegetable</u> as <u>salt</u> is to <u>pepper</u>.

Grade 3 English Language Arts: Content Standard		3.R.1.B.h
1 B MLS h	<p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: determining the meaning of the author’s use of similes and metaphors to produce imagery</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will determine the meaning of the author’s use of similes in text to produce imagery. The student will determine the meaning of the author’s use of metaphors in text to produce imagery. 		<u>DOK Ceiling – 2</u>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<u>Content Limits/Assessment Boundaries</u>		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> In the passage, the author says the character “is as tall as a giraffe.” Which phrase explains what the author means? Classroom: What is the meaning of the phrase [QUOTE THAT INCLUDES A SIMILE OR METAPHOR]?

Grade 3 English Language Arts: Content Standard		3.R.1.C.a
1 C MLS a	<p>Develop and apply skills to the reading process.</p> <p>Making Connections</p> <p>Explain relevant connections between: text-to-text (ideas and information in various fiction and nonfiction works, using compare and contrast)</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will compare relevant text-to-text connections among various works of fiction and nonfiction. The student will contrast relevant text-to-text connections among various works of fiction and nonfiction. The student will explain relevant connections within and across various genres of fiction and nonfiction - (see text types) 		<p><u>DOK Ceiling – 3</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Compare and contrast should be within and across fiction and nonfiction, fiction and fiction, or nonfiction and nonfiction. This standard should be assessed at all levels of DOK 1-3. Students may be asked to compare or contrast but not both. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> After reading [PASSAGE A] and [PASSAGE B], compare [STORY ELEMENTS, CHARACTER ACTIONS, ETC.] of the two passages. How are the [STORY ELEMENTS, CHARACTER ACTIONS, ETC.] of [PASSAGE A] and [PASSAGE B] similar/different?

Grade 3 English Language Arts: Content Standard		3.R.1.C.b
1 C MLS a	<p>Develop and apply skills to the reading process.</p> <p>Making Connections</p> <p>Explain relevant connections between:</p> <p>Text-to-world (text ideas regarding experiences in the world)</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will make text-to-world connections, explaining relevant ideas regarding experiences in the world.</p>		<p><u>DOK Ceiling – 2</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p>		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> • Compare and contrast how [PERSON’S NAME] does • ____ with the way [PERSON’S NAME] does ____ in [CITY OR STATE OR COUNTRY]. • Compare and contrast how Joey makes pastries with the way Chef Tsai makes pastries in Thailand. [This example may use text for Joey’s method and a video for Chef Tsai’s method.]

Grade 3 English Language Arts: Content Standard		3.R.2.A.d
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
A	Fiction	
MLS	Read, infer, analyze, and draw conclusions to:	
d	paraphrase the big idea/themes and supporting details of texts	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will paraphrase (identify) the themes of texts by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times. The student will paraphrase (identify) the themes with supporting details by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> The intent of the word paraphrase in this expectation implies “identify.” For item writing, use the term identify instead of paraphrase. In this expectation, big idea means “theme.” For item writing, use the term theme. Instructional Implications: Look to grade 4 standard for implications of 3.2.A.d. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Part A — Identify the theme in the passage. Part B — Choose two details that support the idea of the theme chosen above. Choose the details below that paraphrase the text and its theme. Which details from the passage support the theme ____? Match each detail from the passage to a corresponding theme (friendship, responsibility, determination, etc.).

Grade 3 English Language Arts: Content Standard		3.R.2.A.e
2 A MLS e	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p>Fiction</p> <p>Read, infer, analyze, and draw conclusions to: compare and contrast key elements in various types of fiction</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will compare key elements in various types of fiction from a variety of cultures and times by inferring, drawing conclusions, and analyzing. The student will contrast key elements in various types of fiction from a variety of cultures and times by inferring, drawing conclusions, and analyzing. The student will explain relevant connections within and across various text types. 		<p><u>DOK Ceiling – 3</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> For assessment purposes, it could be compare, contrast, or compare and contrast. Key elements include: character, plot, theme, point of view, setting, conflict Students should also compare/contrast structure and genre in various types of fiction across cultures/times. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> The passages ____ and ____ have very different settings. How do the different settings in the passages change the ideas/meanings? After reading both versions of The Three Little Pigs, explain the differences in how the two versions show the wolf’s perspective. Read passages from ____ and _____. List similarities found in the themes of both stories, even though they have different settings.

Grade 3 English Language Arts: Content Standard		3.R.2.B.a
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
B	Poetry	
MLS	Read, infer, and draw conclusions to:	
a	use examples of alliteration	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 1</u>
The student will identify examples of alliteration in poetry from a variety of cultures and times.		<u>Item Format</u> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<u>Text Types</u> Literary: poetry
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<ul style="list-style-type: none"> The term use in the expectation is interpreted to mean “identify.” 		<ul style="list-style-type: none"> In the poem, the author uses alliteration. Highlight the line in the poem that uses alliteration. Choose the line from the poem in which the author uses alliteration.

Grade 3 English Language Arts: Content Standard		3.R.2.B.b
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
B	Poetry	
MLS	Read, infer, and draw conclusions to:	
b	identify basic forms of poetry	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
The student will identify basic forms of poetry from a variety of cultures and times.		<u>Item Format</u> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<u>Text Types</u> Literary: poetry
		<u>Sample Stems</u> <ul style="list-style-type: none"> Read the poem “Jimmy Goes to the City” by Arthur Reed. Choose the form of poetry the author uses. Which of the following is an example of a stanza? Identify the rhyme scheme in the following sentences.
<u>Content Limits/Assessment Boundaries</u>		
<ul style="list-style-type: none"> Forms of poetry: humorous, lyrical, free verse, narrative 		

Grade 3 English Language Arts: Content Standard		3.R.2.C.a
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
C	Drama	
MLS	Read, infer, and draw conclusions to:	
a	explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
<ul style="list-style-type: none"> The student will infer and draw conclusions to explain the elements of plot in drama from a variety of cultures and times through dialogue in scripts. The student will infer and draw conclusions to explain the setting in drama from a variety of cultures and times through dialogue in scripts. The student will infer and draw conclusions to explain the characters in drama from a variety of cultures and times through dialogue in scripts. 		<u>Item Format</u> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<u>Text Types</u> Literary: drama
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<ul style="list-style-type: none"> Elements of plot: introduction, setting, character, action, conflict, climax 		<ul style="list-style-type: none"> Which sentence from the passage best shows the character trait of ____? In the passage/drama/poem, [CHARACTER] says, “ ____.” How do [CHARACTER]’s words explain the action/climax/setting?

Grade 3 English Language Arts: Content Standard		3.R.2.C.b
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
C	Drama	
MLS	Read, infer, and draw conclusions to:	
b	identify language that creates a graphic visual experience and appeals to the senses	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 2</u>
<ul style="list-style-type: none"> The student will infer and draw conclusions to identify language that creates a graphic visual experience in drama from a variety of cultures and times. The student will infer and draw conclusions to identify language that appeals to the senses in drama from a variety of cultures and times. 		<u>Item Format</u> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<u>Text Types</u> Literary: drama
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<ul style="list-style-type: none"> Elements of plot: introduction, setting, character, action, conflict, climax 		<ul style="list-style-type: none"> Read the passage below and then highlight the text that helps create a visual image. Identify the language the author uses that appeals to the senses. Classroom: Describe the visual image.

Grade 3 English Language Arts: Content Standard		3.R.3.A.a
3 A MLS a	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Features</p> <p>Read, infer, and draw conclusions to: explain the author's purpose</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will infer and draw conclusions to explain the author's purpose in nonfiction from a variety of cultures and times.</p>		<p><u>DOK Ceiling – 3</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Note: The above unwrapping denotes standard 3.R.3.A.a; however, it is noted that this standard is typically measured in text structure instead of text feature. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> What is the author's purpose in the passage? In the passage, the author _____. What is the author's purpose for including the dialogue/information? Part A — Read the following passage and select the author's purpose. Part B — Select the sentence that supports the answer to part A.

Grade 3 English Language Arts: Content Standard		3.R.3.A.d
3 A MLS d	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Features</p> <p>Read, infer, and draw conclusions to: follow and explain a set of written multi-step directions</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will infer and draw conclusions to follow a set of written multi-step directions in nonfiction from a variety of cultures and times. The student will infer and draw conclusions to explain a set of written multi-step directions in nonfiction from a variety of cultures and times. 		<p><u>DOK Ceiling – 3</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Multi-step directions must be grade appropriate in number. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> In the directions of ____, the author states, “____.” After which step of the directions would you ____? Classroom: Pretend you are trying to explain your morning routine to a friend. Write down the tasks you do each morning to get ready.

Grade 3 English Language Arts: Content Standard		3.R.3.A.e
3 A MLS e	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Features</p> <p>Read, infer, and draw conclusions to: describe the relationship between events, ideas, concepts, or steps</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> • The student will infer and draw conclusions to describe the relationship between events in nonfiction from a variety of cultures and times. • The student will infer and draw conclusions to describe the relationship between ideas in nonfiction from a variety of cultures and times. • The student will infer and draw conclusions to describe the relationship between concepts in nonfiction from a variety of cultures and times. • The student will infer and draw conclusions to describe the relationship between steps in nonfiction from a variety of cultures and times. 		<u>DOK Ceiling – 3</u>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • Items should be written to test each relationship separately. No item should be written to assess more than one relationship. • Note: The above unwrapping denotes standard 3.R.3.A.e; however, it is noted that this standard is typically measured in text structure instead of text feature. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> • The author describes the relationship between [CHARACTER] and [NOUN]. What is [NOUN], and how does it relate to [CHARACTER]? Use text evidence to support your answer.

Grade 3 English Language Arts: Content Standard		3.R.3.B.a
3 B MLS a	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Literary Techniques</p> <p>Read, infer, and draw conclusions to: distinguish the difference between a biography and an autobiography</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will identify biographies from a variety of cultures and times by inferring and drawing conclusions. The student will identify autobiographies from a variety of cultures and times by inferring and drawing conclusions. The student will infer and draw conclusions to distinguish (compare and/or contrast) the difference between a biography and an autobiography. 		<p><u>DOK Ceiling – 3</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> For item writing, use compare and/or contrast for distinguish. Use multiple stimulus material (1 biography, 1 autobiography) to elevate DOK. Social studies correlation Note: The above unwrapping denotes standard 3.R.B.a; however, it is noted that this standard is typically measured in text structure instead of literary techniques. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> In the book [TITLE] by [AUTHOR], the author describes _____. Is the book a biography or an autobiography? Explain your reasoning.

Grade 3 English Language Arts: Content Standard		3.R.3.B.b
3 B MLS b	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Literary Techniques</p> <p>Read, infer, and draw conclusions to: distinguish fact from opinion</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will infer and draw conclusions to identify facts in nonfiction from a variety of cultures and times. The student will infer and draw conclusions to identify opinions in nonfiction from a variety of cultures and times. The student will infer and draw conclusions to distinguish fact from opinion in nonfiction from a variety of cultures and times. 		<p><u>DOK Ceiling – 2</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Alternative verbs for distinguish in item writing may include identify, categorize, classify, label, and separate. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> In the diary written by ____, the author states, “____.” Is this a fact or an opinion? Explain your reasoning. Which of the following details from the passage is an opinion? Which facts from the passage support using cell phones in schools? Why?

Grade 3 English Language Arts: Content Standard		3.R.3.B.d
3 B MLS d	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Literary Techniques</p> <p>Read, infer, and draw conclusions to: explain examples of sound devices, literal and nonliteral meanings, and figurative language</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will infer and draw conclusions to explain examples of sound devices in nonfiction from a variety of cultures and times. The student will infer and draw conclusions to explain examples of literal and nonliteral meanings in nonfiction from a variety of cultures and times. The student will infer and draw conclusions to explain examples of figurative language in nonfiction from a variety of cultures and times. 		<u>DOK Ceiling – 3</u>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Items do not require students to know the terms (e.g., alliteration, simile, metaphor, etc.) Sound devices: alliteration, rhyme scheme, rhythm Literal meaning: what the text states exactly Nonliteral meaning: a different meaning than stated that requires reading between the lines Figurative language examples: simile, metaphor, idiom, hyperbole 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read the sentence form the passage. [SENTENCE CONTAINING A SIMILE] Why is ____ compared to ____? Read the sentence form the passage. [SENTENCE] Why does the author use the phrase “____”?

Grade 3 English Language Arts: Content Standard		3.R.3.C.c
3 C MLS c	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Structures</p> <p>Read, infer, and draw conclusions to:</p> <p>use information gained from illustrations and words to demonstrate understanding of the text</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will use (describe) information gained from illustrations to demonstrate understanding of the text by inferring and drawing conclusions in nonfiction from a variety of cultures and times. The student will use (describe) information gained from words to demonstrate understanding of the text by inferring and drawing conclusions in nonfiction from a variety of cultures and times. 		<p><u>DOK Ceiling – 3</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> For assessment purposes, the word use means “describe”. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Look at the illustration in the passage. Write a caption about _____. The caption should help the reader better understand the text. How does the illustration in the passage help the reader better understand _____?

Grade 3 English Language Arts: Content Standard		3.R.3.C.d
3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. Text Structures Read, infer, and draw conclusions to: explain the author's purpose	
C		
MLS		
d		
<u>Expectation Unwrapped</u> The student will infer and draw conclusions to explain the author's purpose in nonfiction from a variety of cultures and times.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"> • In the passage/text, what is the author's purpose for ____? • Part A — Which of the following best describes the author's purpose in the text? Part B — Highlight the statement from the text that best supports the answer in part A.

Grade 3 English Language Arts: Content Standard		3.R.4.A.a
4 A MLS a	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning. Digital and Media Literacy Read to develop an understanding of media and its components by: understanding how communication changes when moving from one genre of media to another	
<u>Expectation Unwrapped</u> The student will comprehend and analyze words, images, graphics, and sounds in print and digital forms of media to understand how communication changes when moving from one genre of media to another.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Media: a system of communication, information, or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Read/view passage/video ____ and read article _____. Both are on the same topic but communicate the idea/process/opinion differently. Choose the answers that explain how they are different. Which of the following media best communicates _____? If you were trying to convince more students to bring lunch from home, which of the following forms of media would you use?

Grade 3 English Language Arts: Content Standard		3.R.4.A.b
4 A MLS b	<p>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</p> <p>Digital and Media Literacy</p> <p>Read to develop an understanding of media and its components by: explaining how various design techniques used in media influence the message</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will comprehend and analyze images and graphics in print and digital forms of media to explain how various design techniques used in media influence the message.</p>		<p><u>DOK Ceiling – 3</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Design techniques: e.g., shape, color, sound 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> In the passage/text/article/website, the author includes graphics/sounds/shapes to add meaning. How do the graphics/sounds/shapes influence the reader? How is the message different/changed without graphics/sounds/shapes? Which of the following are techniques used in digital media? How does the music in the trailer ____ impact the feelings of the audience? Part A — Look at the covers of the following two books. Which do you think would be a feel-good story? Part B — What techniques does the designer/illustrator use to make you think that?

Grade 3 English Language Arts: Content Standard		3.R.4.A.c
4 A MLS c	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning. Digital and Media Literacy Read to develop an understanding of media and its components by: comparing various written conventions used for digital media	
<u>Expectation Unwrapped</u> The student will, by understanding media and its components, compare various written conventions used for digital media to impact meaning.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Written conventions: e.g., language in an informal email versus language in a web-based news article Items should be written to compare only. (Emails should be examples, as students should not be creating/using personal emails.) 		<u>Sample Stems</u> <ul style="list-style-type: none"> A student read an email from a friend about longer recesses and a website about why recess is important. Which form of media is informal? How is the website about recess most likely to impact a reader's opinion on recess?

Grade 3 English Language Arts: Content Standard		3.R.4.A.d
4 A MLS d	<p>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</p> <p>Digital and Media Literacy</p> <p>Read to develop an understanding of media and its components by: identifying text structures and graphics features of a web page</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will identify text structures of a web page. The student will identify graphic features of a web page. 		<p><u>DOK Ceiling – 2</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Text structures: e.g., subheadings, links, sidebars Graphic features: e.g., page or website design, website audio/video clips For this standard, the intended use of text structure means “text features.” 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Look at the website. Which link would a student choose to find information about books to read over the summer? On the sidebar, where would a reader go to find a book title/favorite book?

Reading Foundations

Grade 3 English Language Arts: Content Standard		3.RF.3.A.b
3 A MLS b	<p>Understand how English is written and read.</p> <p>Phonics</p> <p>Develop phonics in the reading process by:</p> <p>decoding words that double final consonants when adding an ending</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will decode words that double final consonant when adding an ending.</p>		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Performance Event
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed Double final consonant when adding an ending: e.g., hop to hopping 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: Which of the following words contains a double consonant?

Grade 3 English Language Arts: Content Standard		3.RF.3.A.c
3 A MLS c	<p>Understand how English is written and read.</p> <p>Phonics</p> <p>Develop phonics in the reading process by: using the meaning of common prefixes and suffixes</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will use common prefixes and suffixes to decode words.</p>		<p><u>DOK Ceiling – 1</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> The meaning of the prefixes and suffixes is not the focus of the standard, see 3.R.1.B.a. (where the meaning of prefixes and suffixes is addressed). Common prefixes and suffixes (e.g., <i>dis-</i>, <i>-ly</i>, <i>de-</i>, <i>-ful</i>, <i>-able</i>) 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Create a sentence using the word dishonest. Read the sentence below. Identify the word that best completes the sentence. She ____ put the glass vase back on the table so it wouldn't break. <ul style="list-style-type: none"> carefully disrespectfully enjoyably quickly

Grade 3 English Language Arts: Content Standard		3.RF.3.A.d	
3 A MLS d	Understand how English is written and read.		
	Phonics		
	Develop phonics in the reading process by:		
	using the meaning of homophones		
<div><u>Expectation Unwrapped</u></div> <div>The student will decode homophones.</div>		<u>DOK Ceiling – 1</u>	
		<u>Item Format</u> Performance Event	
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative	
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">Locally assessed — This standard can be locally assessed. Students will demonstrate the ability to orally read and decode various homophones.The meaning of the homophone is not the focus of the standard, see 3.R.1.B.c. (where the students use homophones to develop vocabulary).Homophones: e.g., hair/hare		<u>Sample Stems</u>	

Grade 3 English Language Arts: Content Standard		3.RF.3.A.e
3 A MLS e	Understand how English is written and read. Phonics Develop phonics in the reading process by: decoding known and unknown words by spelling patterns	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will decode known words by spelling patterns. The student will decode unknown words by spelling patterns. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed — This standard can be locally assessed through observation of orthographic mapping/segmenting of words and decoding Spelling Patterns: e.g., final stable syllable, tumble; VCe, in-vite; r-controlled vowels, per-fect; vowel digraphs and diphthongs, boy-hood, -eigh, -ought 		<u>Sample Stems</u>

Grade 3 English Language Arts: Content Standard		3.RF.4.A.a
4 A MLS a	<p>Understand how English is written and read.</p> <p>Fluency</p> <p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> • The student will read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing). • The student will read appropriate texts with purpose. • The student will read appropriate texts for comprehension. • The student will use context to confirm or self-correct word recognition and understanding, rereading when necessary. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Performance Event
		<p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • Locally assessed — This standard can be locally assessed through teacher observation of informal or formal running records or oral reading. • (Appropriate = text on the grade benchmark level.) 		<u>Sample Stems</u>

Writing

Grade 3 English Language Arts: Content Standard		3.W.1.A.a
1 A MLS a	Apply a writing process to develop a text for audience and purpose. Prewriting Follow a writing process to plan a first draft by: using a simple prewriting strategy when given the purpose and the intended audience	
<u>Expectation Unwrapped</u> The student will use a simple prewriting strategy when given the purpose and the intended audience to plan a first draft for a text.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed — This standard is an important part of the writing process and should be assessed at the classroom level. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Classroom: Which of the following organizers would be best to use to write an opinion text? Classroom: Steve is trying to write an informative essay on beetles. Which of the following would be best to include in his notes?

Grade 3 English Language Arts: Content Standard		3.W.1.D.a
1 D MLS a	<p>Apply a writing process to develop a text for audience and purpose.</p> <p>Produce/Publish and Share Writing</p> <p>With assistance from adults/peers: use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> • The student will, with assistance from adults and peers, use a variety of conventional tools and technology (including keyboarding skills) to produce writing appropriate for audience and purpose. • The student will, with assistance from adults and peers, use a variety of conventional tools and technology (including keyboarding skills) to publish writing appropriate for audience and purpose. • The student will, with assistance from adults and peers, use tools and technology to interact and collaborate with others when producing/publishing writing appropriate for audience and purpose. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> • Locally assessed • Note: Refer to grade 3 W2A-C genre-specific standards. 		<u>Sample Stems</u>

Grade 3 English Language Arts: Content Standard		3.W.3.A.a
3 A MLS a	<p>Gather, analyze, evaluate, and use information from a variety of sources.</p> <p>Research Process</p> <p>Apply research process to: generate a list of subject-appropriate topics</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will generate a list of subject-appropriate topics to research.</p>		<p><u>DOK Ceiling – 2</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p>See Item Format in Introduction for item choices.</p>
		<p><u>Text Types</u></p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed Generate is synonymous with create or make. <p>Subject-appropriate topics: e.g., students brainstorm topics about Native Americans, presidents, solar system, weather</p>		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Classroom: Sally is researching [EXAMPLE: WEATHER] for a report. Choose the topic that would be most appropriate for her report. Classroom: Read the list of topics/titles. Choose the topic that would be most appropriate for a research project.

Grade 3 English Language Arts: Content Standard		3.W.3.A.b
3 A MLS b	Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: create an individual question about a topic	
<u>Expectation Unwrapped</u> The student will create an individual question about a topic to research.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Technology Enhanced See Item Format in Introduction for item choices.
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Instructional implication: Teach in conjunction with 3.W.3.A.c 		<u>Sample Stems</u> <ul style="list-style-type: none"> Tom is writing a research paper about tornadoes. What are two research questions he could use to find information? Read the following questions. Which would be best to learn more about ____?

Grade 3 English Language Arts: Content Standard		3.W.3.A.d
3 A MLS d	Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will locate information in reference texts. The student will locate information in electronic resources. The student will locate information in interviews. The student will locate information in visual sources. The student will locate information in literary and informational texts. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Technology Enhanced See Item Format in Introduction for item choices.
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Visual sources: e.g., maps, timelines, graphs 		<u>Sample Stems</u> <ul style="list-style-type: none"> ____ is doing research on _____. Where in the article/website would ____ find research about _____? The students are doing research about _____. What information can be gathered from the time line?

Grade 3 English Language Arts: Content Standard		3.W.3.A.e
3 A MLS e	Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: determine the accuracy and relevance of the information related to a selected question	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will determine the accuracy of the information from a variety of sources related to a selected question. The student will determine the relevance of the information from a variety of sources related to a selected question. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced See Item Format in Introduction for item choices.
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"> A student is doing research on ____. Which source should the student rely on for accurate information and why? (This could also be a two-part question.)

Grade 3 English Language Arts: Content Standard		3.W.3.A.f
3 A MLS f	Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: take simple notes in own words and sort evidence into provided categories or organizer	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will take simple notes in his/her own words from a variety of sources when researching. The student will sort evidence from a variety of sources into provided categories or an organizer when researching. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Technology Enhanced See Item Format in Introduction for item choices.
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"> A student created notes to organize research for a paper on _____. Choose the two notes that best support the research. Look at the notes ____ created for research on _____. Move the notes into the appropriate category in the table. Classroom: A student is doing a report on _____. Highlight the phrases that should be written as notes for the research.

Grade 3 English Language Arts: Content Standard		3.W.3.A.g
3 A MLS g	Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: use quotation marks to denote direct quotations when recording specific words and sentences from a source	
<u>Expectation Unwrapped</u> The student will use quotation marks to denote direct quotations when recording specific words and sentences from a source.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Technology Enhanced See Item Format in Introduction for item choices.
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"> After researching information about ____, Becky used direct quotations to show information she got from an article. Choose the sentence that uses quotation marks correctly.

Grade 3 English Language Arts: Content Standard		3.W.3.A.h
3 A MLS h	Gather, analyze, evaluate, and use information from a variety of sources.	
	Research Process	
	Apply research process to:	
	create a resource page from notes	
<u>Expectation Unwrapped</u> The student will create a resource page from notes from a variety of sources.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> See Item Format in Introduction for item choices.
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed 		<u>Sample Stems</u> <ul style="list-style-type: none"> This is a locally assessed standard. A teacher can show a whole group of students how to create a resource page.

Grade 3 English Language Arts: Content Standard		3.W.3.A.i
3 A MLS i	Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: present and evaluate the information in a report or annotated display, using previously established teacher/student criteria	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> Using previously established teacher/student criteria, the student will present information from a variety of sources in a report or annotated display. Using previously established teacher/student criteria, the student will evaluate the information from a variety of sources in a report or annotated display. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Performance Event See Item Format in Introduction for item choices.
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed—This standard can be locally assessed through the use of observation checklists. Connected to 3.SL.1.A.b 		<u>Sample Stems</u>

Language

Grade 3 English Language Arts: Content Standard		3.L.1.A.a
1 A MLS a	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use regular and irregular verbs and simple verb tenses	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will use regular verbs in speech and written form according to English language conventions. The student will use irregular verbs in speech and written form according to English language conventions. The student will use simple verb tenses in speech and written form according to English language conventions. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Technology Enhanced See Item Format in Introduction for item choices.
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Language items are best assessed embedded into context. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Read the paragraph. Choose the correct past-tense verb in each drop-down menu.

Grade 3 English Language Arts: Content Standard		3.L.1.A.b
1 A MLS b	<p>Communicate using conventions of English language.</p> <p>Grammar</p> <p>In speech and written form, apply standard English grammar to: use helping verbs with irregular verbs</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will use helping verbs with irregular verbs in speech and written form according to English language conventions.</p>		<p><u>DOK Ceiling – 1</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced</p> <p>See Item Format in Introduction for item choices.</p>
		<p><u>Text Types</u></p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Helping verbs with irregular verbs: e.g., have eaten, have run, had spoken, has been Language items are best assessed embedded into context. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Complete the sentences, using the correct verb tense. We ____ (have/had) taken all our old toys to the resale shop. Sandy (has been/have been) the most helpful student in class. Choose the option that correctly completes the sentence. Mary ____ (has eaten, have eaten, eaten) chocolate chip cookies many times.

Grade 3 English Language Arts: Content Standard		3.L.1.A.c
1 A MLS c	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use complete subject and complete predicate in a sentence	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will use a complete subject in a sentence in speech and written form according to English language conventions. The student will use a complete predicate in a sentence in speech and written form according to English language conventions. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Technology Enhanced See Item Format in Introduction for item choices.
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Language items are best assessed embedded into context. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Choose the best complete predicate to complete the sentence. The yellow dog (ran across the road, and the fuzzy kitten, jumped over).

Grade 3 English Language Arts: Content Standard		3.L.1.A.d
1 A MLS d	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use comparative, superlative, and demonstrative adjectives and adverbs	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will use comparative adjectives and adverbs in speech and written form according to English language conventions. The student will use superlative adjectives and adverbs in speech and written form according to English language conventions. The student will use demonstrative adjectives in speech and written form according to English language conventions. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Technology Enhanced See Item Format in Introduction for item choices.
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Comparative: e.g., better, more fun Superlative: e.g., best, most fun Demonstrative: e.g., this, that, these, those Language items are best assessed embedded into context. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Choose the option that correctly completes each sentence. Yesterday we had the ____ time at the park. (most fun, funnest, funner) ____ geese at the lake are not very friendly. (This, That, Those) Where is the correct place to add the adverb ____ in the sentence?

Grade 3 English Language Arts: Content Standard		3.L.1.A.e
1 A MLS e	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use subject/verb agreement in sentences	
<u>Expectation Unwrapped</u> The student will use subject/verb agreement in sentences in speech and written form according to English language conventions.		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Technology Enhanced See Item Format in Introduction for item choices.
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> • Subject verb agreement: e.g., we eat, he eats • Language items are best assessed embedded into context. 		<u>Sample Stems</u> <ul style="list-style-type: none"> • Read the sentences. Choose the sentence that is written correctly. • Choose the word that correctly completes each sentence below. She ____ a very large piece of cake, and it made her sick. (eat, ate, eats) The boy ____ across the field, kicking the soccer ball. (ran, run, runned)

Grade 3 English Language Arts: Content Standard		3.L.1.A.g
1 A MLS g	Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use 1st-, 2nd-, and 3rd-person pronouns and their antecedents	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will use first-person pronouns (self) and their antecedents in speech and written form according to English language conventions The student will use second-person pronouns (person spoken to) and their antecedents in speech and written form according to English language conventions. The student will use third-person pronouns and their antecedents in speech and written form according to English language conventions. (Person spoken about. Can refer to people or things. Includes: he, him, himself, her, she, herself, it itself, they them.) 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Selected Response, Technology Enhanced See Item Format in Introduction for item choices.
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Pronoun/Antecedent: e.g., The student brought his book to class. I brought my book to class. Antecedent: a word or phrase replaced by a substitute Language items are best assessed embedded into context. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Replace the underlined noun with the correct pronoun. Read the sentence and choose (or use a drop down menu to choose) the correct pronoun. The bus driver showed everyone the safe way to exit the bus. Then, ____ told them to practice. (he, it, them, you)

Grade 3 English Language Arts: Content Standard		3.L.1.B.a
1 B MLS a	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: write legibly (print, cursive)</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will write legibly (print, cursive).</p>		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed—This standard can be locally assessed through observation and feedback. Language items are best assessed embedded into context. 		<u>Sample Stems</u>

Grade 3 English Language Arts: Content Standard		3.L.1.B.c
1 B MLS c	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: demonstrate and use commas and quotation marks in dialogue</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will demonstrate and use commas in dialogue in written text according to English language conventions. The student will demonstrate and use quotation marks in dialogue in written text according to English language conventions. 		<u>DOK Ceiling – 1</u>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced</p> <p>See Item Format in Introduction for item choices.</p>
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Language items are best assessed embedded into context. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read the sentences. Place the (commas or quotation marks) to punctuate the sentences correctly.

Grade 3 English Language Arts: Content Standard		3.L.1.B.d
1 B MLS d	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: capitalize dialogue correctly</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will capitalize dialogue correctly in written text according to English language conventions.</p>		<p><u>DOK Ceiling – 1</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced</p> <p>See Item Format in Introduction for item choices.</p>
		<p><u>Text Types</u></p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Language items are best assessed embedded into context. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read the sentence. Select the word that should be changed to begin with a capital letter. Shelly asked, “would you like to go with Mark and me to the park on Wednesday?”

Grade 3 English Language Arts: Content Standard		3.L.1.B.e
1 B MLS e	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: use commas for greeting and closing of a friendly letter</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will use commas for greetings of friendly letters according to English language conventions. The student will use commas for closings of friendly letters according to English language conventions. 		<p><u>DOK Ceiling – 1</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced</p> <p>See Item Format in Introduction for item choices.</p>
		<p><u>Text Types</u></p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Language items are best assessed embedded into context. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read the friendly letter. In his friendly letter, what should Marco do to correct his use of commas? <ul style="list-style-type: none"> A. Add a comma after the greeting. B. Add a comma after the closing. C. Add a comma after the greeting and the closing. D. Add a comma after his name and the closing.

Grade 3 English Language Arts: Content Standard		3.L.1.B.h
1 B MLS h	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: use spelling patterns and generalizations to spell compound words</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will use (apply) spelling patterns and generalizations (e.g., word families, ending rules, syllable patterns, meaningful word parts) to spell compound words in written text according to English language conventions.</p>		<u>DOK Ceiling – 1</u>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced</p> <p>See Item Format in Introduction for item choices.</p>
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Language items are best assessed embedded into context. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Choose the correct spelling for the combination below. cat + fish (cat fish, catfish, cattfish)

Grade 3 English Language Arts: Content Standard		3.L.1.B.i
1 B MLS i	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: spell words that double the consonant</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will spell words that double the consonant in written text according to English language conventions.</p>		<p><u>DOK Ceiling – 1</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced</p> <p>See Item Format in Introduction for item choices.</p>
		<p><u>Text Types</u></p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Language items are best assessed embedded into context. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Choose the correct word to complete the sentence. If you're a ____, you might want to take the easier class. (beginner, beginner, begginer, beginneer) Our coach said we will be ____ at practice tomorrow. (runing, running, runiing)

Grade 3 English Language Arts: Content Standard		3.L.1.B.j
1 B MLS j	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: spell plural words that change y to ies</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will spell plural words that change -y to -ies in written text according to English language conventions.</p>		<p><u>DOK Ceiling – 1</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced</p> <p>See Item Format in Introduction for item choices.</p>
		<p><u>Text Types</u></p>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Language items are best assessed embedded into context. 		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Correct the words below by adding -ies. Complete the sentence with the correct word: All the ____ in the nursery were crying because they were hungry. (babys, babies, babyies)

Grade 3 English Language Arts: Content Standard		3.L.1.B.k
1 B MLS k	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: consult reference materials to check and correct spellings</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will consult reference materials to check and correct spelling in written text.</p>		<u>DOK Ceiling – 1</u>
		<p><u>Item Format</u></p> <p>Performance Event</p> <p>See Item Format in Introduction for item choices.</p>
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed—This standard can be locally assessed through observation and by using dictionaries and word walls. Language items are best assessed embedded into context. 		<u>Sample Stems</u>

Grade 3 English Language Arts: Content Standard		3.L.1.B.I
1 B MLS I	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: arrange words in alphabetical order to the third letter</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will arrange words in alphabetical order to the third letter.</p>		<p><u>DOK Ceiling – 1</u></p>
		<p><u>Item Format</u></p> <p>Selected Response, Technology Enhanced</p> <p>See Item Format in Introduction for item choices.</p>
		<p><u>Text Types</u></p>
<p><u>Content Limits/Assessment Boundaries</u></p>		<p><u>Sample Stems</u></p> <ul style="list-style-type: none"> Read the following words and put them in alphabetical order.

Speaking/Listening

Grade 3 English Language Arts: Content Standard		3.SL.1.A.a
1 A MLS a	<p>Listen for a purpose.</p> <p>Purpose</p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will follow classroom listening rules in formal and informal settings.</p>		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed—This standard can be locally assessed through observation and feedback, practicing routines, etc. Listening rule: e.g., respect other speakers by not interrupting 		<u>Sample Stems</u>

Grade 3 English Language Arts: Content Standard		3.SL.1.A.c	
1 A MLS c	Listen for a purpose.		
	Purpose		
	Develop and apply effective listening skills and strategies in formal and informal settings by:		
	following classroom listening rules		
The student will follow three-step instructions, according to classroom expectations, in formal and informal settings.		<u>DOK Ceiling – 2</u>	
		<u>Item Format</u> Performance Event	
		<u>Text Types</u>	
Content Limits/Assessment Boundaries		Sample Stems	
Locally assessed—This standard can be locally assessed through observation and by asking students to follow three-step directions.			

Grade 3 English Language Arts: Content Standard		3.SL.2.A.a
2 A MLS a	Listen for entertainment. Entertainment Develop and apply effective listening skills and strategies in formal and informal settings by: demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will demonstrate active listening for entertainment through body language, according to classroom expectations, in formal and informal settings. The student will demonstrate active listening for entertainment through eye contact with the speaker, according to classroom expectations, in formal and informal settings. 		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed—This standard can be locally assessed through observation and by teaching students active listening skills 		<u>Sample Stems</u>

Grade 3 English Language Arts: Content Standard		3.SL.3.A.a
3 A MLS a	<p>Speak effectively in collaborative discussions.</p> <p>Collaborative Discussions</p> <p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by: coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion</p>	
<p><u>Expectation Unwrapped</u></p> <ul style="list-style-type: none"> The student will come to discussion prepared, having read or studied required material, in order to speak clearly and to the point, using conventions of language when presenting individually or with a group. The student will explicitly draw on preparation and other information known (background knowledge) about a topic to explore ideas under discussion while speaking clearly and to the point, using conventions of language when presenting individually or with a group. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<p><u>Content Limits/Assessment Boundaries</u></p> <ul style="list-style-type: none"> Locally assessed—This standard can be locally assessed through observation. Example: I agree with what Megan said because _____. I would like to add _____. 		<u>Sample Stems</u>

Grade 3 English Language Arts: Content Standard		3.SL.3.A.b
3 A MLS b	Speak effectively in collaborative discussions. Collaborative Discussions Speak clearly and to the point, using conventions of language when presenting individually or with a group by: responding appropriately to discussion in a variety of settings, according to classroom expectations	
<u>Expectation Unwrapped</u> The student will respond appropriately to discussion in a variety of settings, according to classroom expectations, by speaking clearly and to the point, using conventions of language.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed—This standard can be locally assessed through observation. This assessment is supported by classroom expectation anchor charts and classroom routines. 		<u>Sample Stems</u>

Grade 3 English Language Arts: Content Standard		3.SL.3.A.c
3 A MLS c	Speak effectively in collaborative discussions.	
	Collaborative Discussions	
	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	
	expressing opinions of read-alouds and independent reading topics	
<u>Expectation Unwrapped</u> The student will express opinions of read-alouds and independent reading topics by speaking clearly and to the point, using conventions of language, in collaborative discussions.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> • Locally assessed—This standard can be locally assessed through informal observation of students sharing opinions orally after reading aloud and reading individually in the classroom.		<u>Sample Stems</u>

Grade 3 English Language Arts: Content Standard		3.SL.4.A.a	
4	Speak effectively when presenting.		
A	Presenting		
MLS	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:		
a	using presentation skills and/or appropriate technology		
<u>Expectation Unwrapped</u> The student will use presentation skills and/or appropriate technology individually or with a group by speaking clearly, audibly, and to the point, using conventions of language.		<u>DOK Ceiling – 2</u>	
		<u>Item Format</u> Performance Event	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed—This standard can be locally assessed through observation and the use of checklists. Presentation skills: e.g., eye contact, volume, speaking with expression and fluency 		<u>Sample Stems</u>	

Grade 3 English Language Arts: Content Standard		3.SL.4.A.b
4 A MLS b	Speak effectively when presenting. Presenting Speak clearly and to the point, using conventions of language when presenting individually or with a group by: presenting information with clear ideas and details while speaking clearly at an understandable pace	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will present information with clear ideas and details individually or with a group by speaking clearly, audibly, and to the point, using conventions of language. The student will speak clearly at an understandable pace by speaking audibly and to the point and using conventions of language. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed—This standard can be locally assessed through the use of observational checklists. 		<u>Sample Stems</u>

Grade 3 English Language Arts: Content Standard		3.SL.4.A.c	
4	Speak effectively when presenting.		
A	Presenting		
MLS	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:		
c	giving an informal presentation using a variety of media		
<u>Expectation Unwrapped</u> The student will give an informal presentation, using a variety of media, individually or with a group by speaking clearly, audibly, and to the point, using conventions of language.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Performance Event	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed— This standard can be locally assessed through informal observation and the use of checklists. 		<u>Sample Stems</u>	

Grade 3 English Language Arts: Content Standard		3.SL.4.A.d	
4	Speak effectively when presenting.		
A	Presenting		
MLS	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:		
d	choosing words and phrases for effect (adjectives, action verbs, figurative language)		
<u>Expectation Unwrapped</u> The student will choose words and phrases for effect (adjectives, action verbs, figurative language) that speak to the point when presenting individually or with a group.		<u>DOK Ceiling – 2</u>	
		<u>Item Format</u> Performance Event	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed—This standard can be locally assessed through observation and the use of checklists. 		<u>Sample Stems</u>	

Grade 3 English Language Arts: Content Standard		3.SL.4.A.e	
4 A MLS e	Speak effectively when presenting.		
	Presenting		
	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:		
	using academic language and conventions		
<u>Expectation Unwrapped</u> The student will use (apply) academic language and conventions that speak to the point when presenting individually or with a group.		<u>DOK Ceiling – 2</u>	
		<u>Item Format</u> Performance Event	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u> • Locally assessed—This standard can be locally assessed through the use of an observational checklist.		<u>Sample Stems</u>	